

CHAPTER I

INTRODUCTION

A. Background of the Study

English as a foreign language has an important role in many aspects of life. The objectives of studying foreign language as stated by Rivers (1968: 09) are” to provide the student with skills which will enable him to communicate orally, and to some degree in writing with the speaker of another language and with people of other nationalities who have also learned this language.” It means that language skill is needed by people to communicate with others. Moreover, the global era requires English to be taught to the students in many countries in the world. As an international language, English becomes popular language and is used in many field works.

There are so many institutions offering English course in order to equip someone with one or more anchored points from which he/ she may approach a study of the development of the language. In Indonesia there are many courses organizing English skills to provide the output that have good quality and can compete with others.

Nowadays, English is taught not only to master the theory but also to develop skill used in vocation English language to some profession work to provide employee who has good quality, competency and profession. This program has named English for Specific Purposes (ESP)

that is a way of teaching/ learning English for specialized subjects with some specific vocational and educational purposes. There are three functions of English course, namely English for Academic Purposes, English for Vocational Purposes and English for Occupational Purposes. Each of them has some purposes in order people knows what the purpose is. English for Academic Purposes involves teaching English for study purpose in universities, as well as post-secondary or even secondary education institutions. English for Vocational Purposes is an application of ESP according to our students language needs for work and to their different jobs. English for Occupational Purposes is developed based on a narrow concept of individual seeking the competency as well as a narrow concept of the world of work.

The writer is interested in having study in Surakarta Vocational Training Centre because it is a state institution under license from government and there are few vocational centres which provide English for secretary. Secretary is included in occupational purposes because it teaches not only the skill how to be professional worker but also requires much knowledge to master the roles. Based on the decree of Man Power and Transmigration Minister No. PER. 06/MEN/III/2006 about Organization and Work Arrangement for Centre of Technical Implementation Unit in the Department of Man Power and Transmigration, the main duties of Surakarta Industrial Vocational Training Centre are implementing training, improving productivity,

competency test, certification, consultation, and also empowering the training centre. There are many training programs provided namely: metal department, automotive department, electricity department, business administration department and handy craft department. Secretary class is involved in business administration department which has one class and the time which is needed in each course 3 months. Therefore, the writer conducts a research on teaching English for vocational entitled “A STUDY ON TEACHING ENGLISH FOR SECRETARY IN SURAKARTA VOCATIONAL TRAINING CENTRE”.

B. Problem of the Study

The problems of this study are:

1. What methods are used by the trainer in teaching English for Secretary Class in Surakarta Vocational Training Centre?
2. What problems are faced by the trainer in teaching English for Secretary in Surakarta Vocational Training Centre?
3. What are the trainees' response on the implementation of methods that used by trainer in teaching English for Secretary in Surakarta Vocational Training Centre?

C. Limitation of the Study

The writer concerns only on teaching English related to the implementation of method in teaching English, problems faced by trainer

in Secretary Class of Surakarta Vocational Training centre and trainees response on the implementation of method.

D. Objective of the Study

Based on the problem statements, the writer has some objectives as follows:

1. To describe the methods used by the trainer including materials, techniques, manner of evaluation in Secretary Class of Surakarta Vocational Training Centre.
2. To describe the problems faced by the trainer in teaching English for Secretary in Surakarta Vocational Training Centre.
3. To describe the response from the trainees on the implementation of methods used by the teacher in teaching English for Secretary in Surakarta Vocational Training Centre.

E. Benefit of the Study

The writer hopes that the result of the study will be beneficial both theoretically and practically :

1. Theoretically, the result of the research might be useful for the English teacher in giving the input and reference about the realization of teaching for vocational and for the researchers will give reference for the further research.

2. Practically, this research will help the teacher in applying the materials and methods which are appropriate to the learner, the goal can achieve.

F. Research Paper Organization

In conducting the research, the writer organizes it in order to give a clear guidance in reading and understanding the content of the study, both the reader and writer herself. The writer conducts her study into five chapters.

Chapter I, introduction, consists of background of the study, problem of the study, objective of the study, limitation of the study, benefit of the study, and research paper organization.

Chapter II is review of related literature. It consists of previous study, English as a foreign language, teaching learning process, vocational course, instruments of English for secretary, English for specific purposes, summary.

Chapter III is research method, which consists of place and time of research, type of research, subject of the study, object of the study, data and data source, method of collecting data, and technique of data analysis.

Chapter IV is the research finding and discussion. Research finding are consist of method implemented to teach English, problems faced by the trainer and the trainees' response toward the use of method in teaching English and then discussion of the finding.

Chapter V is conclusion and suggestion.